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ABSTRACT

In an effort to support Spanish and English-as-a-Second-Language (ESL) literacy education and to help preserve the dignity and identity of the Hispanic community in Central Pennsylvania, a literacy program was established and staffed by volunteers and paid employees. Beginning with two students and a volunteer tutor, the class has grown into a multilevel and intergenerational group. Program services include outreach, placement, family reading consultation, and transportation assistance. The primary program objectives are to develop an ESL curriculum appropriate for this population, to develop and refine teaching strategies using a holistic, whole-language approach to second language instruction, teach at least 20 Hispanic students to improve their English speech, reading, and writing skills using the curriculum, produce a collection of Hispanic stories in English, and strengthen links between the Hispanic community and community services. The project report presented here includes a summary of program structure, notes on instructional materials used, attendance patterns, the new student orientation process, lesson plan structure, classroom teaching methods (poetry, public speaking, jazz chants, and cooperative work), and anecdotal information. Resulting student work is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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#98-1022

HOLISTIC TEACHING STRATEGIES
FOR HISPANIC STUDENTS
1990-1991

August 10, 1991

Dr. John Christopher, Chief
Division of Adult Basic and Literacy Education Program
333 Market Street
Harrisburg, PA 17126-0333

Dear Dr. Christopher:

Enclosed please find the final project report for a Special Experimental Demonstration Project under Section 353 of the Adult Education Act as amended 1988, " Holistic Teaching Strategies for Hispanic Students". The State Priority this pre-application addresses is # I-6, "Development of strategies that address the needs of Hispanics who are not literate in their primary language".

The sponsoring agency and fiscal administrator was the Lebanon County Housing and Redevelopment Authority. The Social Service Coordinator and Hispanic Outreach Coordinator, Mike Barrett and I, as Project Director, worked together on administering this grant. The governing board of the Lancaster-Lebanon Literacy Council and the Lebanon County Library see these needed outreach and educational services to the Hispanic Community as important; the staff of all the above agencies, as well as Lancaster-Lebanon Intermediate Unit 13, cooperated and coordinated services. I believe the goals of the project were realized and that the techniques used might be of interest to other agencies serving Hispanics or Latinos.

The federal funds used for this project were not be used to replace local or federal funds utilized in the past for this purpose.

Sincerely,

Jean Henry

Jean Henry, Project Director

FL800563

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Holistic Teaching Strategies for Hispanic Students

A 1990-91 PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT EDUCATION DIVISION
353 PROJECT
#98-1022

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FUNDING: $4380.

DURATION OF PROJECT:

July 1, 1990 to June 30, 1991 **NUMBER OF MONTHS: 12**

The above agencies extend equal opportunities to all individuals without discrimination because of race, creed, color, sex, age, national origin or handicap.

THIS REPORT IS A RESULT OF A PROJECT SUPPORTED IN WHOLE OR PART BY THE U.S. OFFICE OF EDUCATION. HOWEVER, THE OPINIONS EXPRESSED HEREIN DO NOT NECESSARILY REFLECT THE POSITION OR POLICY OF THE U.S. DEPARTMENT OF EDUCATION AND NO OFFICIAL ENDORSEMENT SHOULD BE INFERRED.

ABSTRACT

This project proposed to develop a *curriculum and instructional techniques using creative stategies that would address the educational needs of Hispanic students who were not literate in their primary language.* By using a creative, whole language approach, Hispanic students who were at different levels of literacy in both English and Spanish learned reading, writing and speaking skills, while enhancing their self-esteem and that of their culture. Using student centered materials, such as stories and poetry, as the basis for learning and published materials as support materials, students learned to read and write English better. Further, positive evaluations and test results by students and agency substantiated the teacher's and project director's belief in this approach to learning.

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DESCRIPTION:

In the past few years, Central Pennsylvania has experienced a rapid expansion of Hispanic persons, particularly of Puerto Rican heritage. The Hispanic Task Force estimates there are over 3000 persons of Puerto Rican heritage in Lebanon County. The population has grown even more rapidly in Lancaster County. In many cases, Hispanics are fleeing the cities for what they feel will be a better life. In cities, such as New York, they may have learned to speak English, but not necessarily be literate in either Spanish or English.

Late in 1989, the LVA Lancaster-Lebanon Literacy Council, with funding from the Pennsylvania Department of Education, began a Hispanic family literacy project as part of a 353 Family Literacy Project (#98-001). The Hispanic part of this project was developed with sensitivity to the needs of the students for instruction in Spanish and English, on the one hand, and the feelings of this community about losing their dignity and cultural identity, on the other. It involved co-operation and active asssistance from the Lebanon County Hispanic Task Force, the members of the class, Sister Mary Matthew of the Guadalupe Center, where the group was based, a bilingual Hispanic VISTA (Volunteers in Service to America) Volunteer and the volunteer tutor.

This project, beginning with two woman taught by a volunteer tutor, has grown into a multi-level class, which includes some children as students and class aides. It is currently being administered, with Literacy Council and Community Library support, by the Lebanon County Housing and Redevelopment Authority. The ESL classes are being expanded by the use of volunteers and the family literacy aspect is being strengthened. The social service department of the Lebanon County Housing Authority Social Service staff and the Literacy Council VISTA worker coordinate outreach efforts, refer students, attend Hispanic Task Force meetings, distribute questionnaires and information about adult education programs to the Hispanic community, help arrange transportation and in the evaluation process. Students not appropriate for this class or whose schedules or location preclude their getting to the Guadalope class are referred to the Literacy Council for one to one tutoring or to Intermediate Unit 13 classes. Of thirty-three (33) students referred by the Literacy Council VISTA Hispanic Outreach Worker, Housing Social Services Social Services and the Bilingual Library, eighteen were served in the Guadalupe Class, this being the most appropriate service for them. The others were referred to Intermediate Unit 13 classes or to the Literacy Council for one-to-one tutoring. The Children's Librarian and the Family Literacy Coordinator at the Lebanon Community Library continue to suggest appropriate books for students and their families to read together, although most materials read by families are the student centered materials described in the body of this grant. (p. 5) Ideas for stories and poems, as well as drafts and final products, are shared by extended families at home. The Literacy Council was available to train volunteer tutors to help in the classroom. (Only one volunteer was utilized.) The Council also had a workshop, "Catch Some Culture", to which the teacher, her students and volunteers were invited and in which they participated. Meetings were held once a month by the Project Director, the teacher and the VISTA worker to discuss progress and any concerns. The VISTA, the teacher, the Housing Social Service Director and his staff met when necessary. The Project Director, the VISTA and the Housing Social Service Director attended Hispanic Task Force Meetings. One of the Literacy Council's other teachers started a 4-H program for children of families in the Guadalupe Church. Children of families in this program participated in this 4-H program.

The Hispanic students have varied educational background and language facility in both English and Spanish. This necessitates a flexible, student-as-teacher centered curriculum. Stories or experiences relating to the students' cultural and family heritage are discussed and written, either in Spanish or English. Class members, all of whom are adults, help each other learn English skills. The teacher is the facilitator of the group process. She encourages the group to express themselves in story form and using their stories teaches them to read, write and learn English grammar. These stories are then shared with the group and later with family members. (Please see: STUDENT STORIES, pp. 1 A to 12 A.)

The teacher and her student aides use a computer to record stories. Volunteers use a typewriter and paper and carbon to assist her. If a story is in Spanish, the class will help translate it into English. Stories are refined by working on such skills as grammatical points. (The current class uses Spanish-English dictionaries and Dixson's, "Graded Exercises in English".) In this holistic approach, specific skills needed are taught as part of the experiential process. Pictures,photographs and student drawings illustrate students' stories kept in notebooks, which can then be read in class and at home. Students work on listening skills by hearing student or commercially published materials read and discussed. Skits or role playing are often introduced here. The students have expressed a high degree of satisfaction with the teacher and this "whole language " approach. The process reinforces their dignity, individuality, and culture, thereby enhancing learning.

This approach works for this population for the following reasons: 1. low-literate or non-literate people usually have a good oral story-telling tradition; 2. student centered materials are less threatening and more pedagogical for this group; 3. group and family dynamics seem to work for Hispanics who are group oriented; 4. the class, being multi-level, uses students as teachers which reinforces learning; 5. the materials, developed by the class, aknowledges their cultural identity; and 6. because of the holistic approach used, a student can miss some sessions and still learn at his own rate of speed when he returns; 7. the family literacy component, where the students share stories and published materials with family members, is essential to retention and speed of learning.

Students are an integral part of the teaching process: They encourage, discuss, teach while they are learning.

> *...in this class, these students were exposed to education at its best: their teacher treated them with respect and valued their knowledge, insight, and know-how as a starting place f or a dialogue of learning; the students' knowledge was extended, connected, and compared as a framework for futher discovering and knowing; and the students went away more thoughtful and more powerful than when they arrived.*
>
> *(William Ayers, Harvard Educational Review, Community Schools, (November 1989)*

OBJECTIVES:

1. To develop and refine an English as a Second Language curriculum for Hispanic students who are not literate in Spanish or English.
2. To develop and refine teaching strategies using a holistic aproach.
3. To teach at least 20 Hispanic students to improve their spoken English and to improve their reading and writing using this curriculum and strategies.
4. To produce a collection of Hispanic stories in English.
5. To write a final report for the Pennsylvania Department of Education and other clearinghouses.
6. To strengthen "linkages" between the Hispanic Community, the Hispanic Task Force, Lebanon County Housing personnel and the Lancaster-Lebanon Literacy Council.

ADMINISTRATION:

The **sponsoring agency** was the Lebanon County Housing and Redevelopment Authority.
The **Project Director**, the Lebanon Literacy Coordinator, Jean Henry, administered the project.
The **Hispanic Outreach Coordinator** was Mike Barrett. He worked closely with housing social service staff, both to refer students and to give them tickets for transportation.
A bilingual **VISTA** outreach worker, Carmen Leon, referred and helped evaluate students.
Volunteer tutors found by the teacher or the Literacy Council, but trained by the Literacy Council and the teacher, helped in the classroom.
Family members, particularly, young teenagers, helped in the classroom and wrote their own stories to share with students and other family members and friends.
The **Housing Authority Bookkeeper**, Louise Heffelfinger, did the projects accounting and final fiscal reports. She also helped purchase materials, other than books, so that the materials could be purchased at bulk rate prices.

LOCATION:

The Project Director directed the project from the Lancaster-Lebanon Literacy Council at 1 Cumberland Street, Lebanon, PA 17042.
The **Housing Social Service Staff** worked out of Housing Social Service Offices at 1012 Brock Drive Drive, Lebanon, PA 17042.
Volunteer tutors were trained at the Literacy Council office listed above.
The **VISTA Hispanic Outreach Worker** worked out of the Bilingual and Cultural Library, 129 Van Buren Street, Lebanon, PA 17042.
The **class** was held at the Guadalupe Center, 329 North 8th Street, Lebanon, 17042.
The **Administrative Offices** for the project were at 303 Chestnut Street, Lebanon, Pa 17042.

METHODS AND MATERIALS are described in the Teacher's Report, attached.

EVALUATION:

Evaluations by students were positive. There expectations were generally met and they had a good time. They liked the following aspects the best: 1) using the computer to record stories and poems, 2) reading student produced materials and improving their pronunciation by modeling the teacher's reading of these materials, 3) grammar and verbs. They felt the following areas needed improvement: 1) more spelling, reading and pronunciation, 2) more heat in the room in the winter (The class is held in a center city poor mission church.) and 3) more computers.

Test results: Students were pretested according to their entry level using a variety of instruments: the ESLOA test (Literacy Volunteers of America), the Donne Ilyin STEL test, and the BEST test. All students posttested showed improvement, some more dramatically than others. Three students were referred to the Intermediate Unit GED classes. Two enrolled in the GED classes and one student passed the GED during the contract year. One student was referred and entered classes at the Lebanon County Vocational-Technical School. Four students moved to New York City.

The coordination and "linkages" between the agencies listed above provided coordinated services and the most appropriate education for the students whether ESL classes, GED classes or one to one tutoring.

PRODUCT:

1. This final report.
2. A procedural manual and strategies for teaching Hispanic students. (Attached.)
3. A curriculum and teaching materials, including students' stories. (Attached.)

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EQUIPMENT

BOOKS:

*101 AMERICAN ENGLISH IDIOMS
by Harry Collis
Passport books, div.
of NTC Publishing Co.

*A CONVERSATION BOOK, BOOK 1,
by Tina K. Carver and
Sandra W. Fotinos
Prentice Hall Publications

ENGLISH FOR CAREERS SERIES:
Prentice Hall, Publisher

Hospital Services in English
by Gretchen Bloom

Hotel, Motel Mgt. in English
by Eugene Hall

GRADED EXERCISES IN ENGLISH
by Robert J. Dixson
Prentice Hall Publications

HOW TO DRAW CARTOONS
by Christopher Hart
Watson-Guptill Publications

JAZZ CHANTS
by Carolyn Graham
Oxford University Press

PRE-GED Writing & Language Skills
by Joan Mott
Contemporary Books, Inc.

*POWER ENGLISH 2 (Writing Skills)
by Dorthy Rubin
Prentice Hall (Cambridge)

Several Misc. "How to Draw" books by Walter Foster

I SPEAK ENGLISH.
by Ruth J. Colvin
Literacy Volunteers of America

TUTOR
by Jane H. Root, Ph.D.
Literacy Volunteers of America

* These books were given to student. all others were used as reference only.

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OTHER EQUIPMENT

Portable Computer - used in classroom
Laptop, Epson Geneva with Word Star

Epson Equity 1 - used by teacher for reproductions and class records

Software (used by teacher in preparation of essays, poetry and stories, not covered by Grant monies.)

1) Publish It Lite (IBM) Desktop Publisher by Timeworks
2) Microsoft Paintbrush
3) Expert Maps
4) Word Perfect 5
5) Seikosha SP-1000AS (9 Pin) Printer

Misc. equipment for creative work:

Crayons, colored pencils, chalks, watercolor marking pens, art paper, poster board, etc.

Writing tablets, pencils folders, and maps of native country were provided for students on a one-time basis.

ATTENDANCE

The class was started as a morning class with four to six students attending twice weekly from 10:00 am to 11:30 am. In spite of extensive advertising for students, through the Literacy Council and the Housing & Redevelopment Authority, the response anticipated was not forthcoming.

In January, the time frame for the class was changed to Monday, and Thursday, from 5:00 pm to 7:00 pm. The response was great. Even though we did not retain the original morning students, the class quickly grew from four to sixteen students. Several parents brought their children. The children are not counted, but became an invaluable asset to the interaction of the class.

The enthusiasm of the class was high. The average attendance was eleven. (This figure does not represent a true attendance figure because a few students attended only on Mondays, due to other commitments on Thursday, and one or two others attended when their work hours did not conflict.)

Although all students were Hispanic, they represented Mexico, Colombia, El Salvador, Cuba and Puerto Rico. Their ages ranged from 19 to 59. Most of the students tested with little more than a beginning knowledge of English. A few were on an intermediate level. One student, who tested intermediate was actually on an advanced level. One student was illiterate in both English and Spanish.

NOTE: *By incorporating new vocabulary and pronunciation skills, using pictures and rhyming words with the blackboard as a focal point, the interest of the higher level students was held and the new reading student learned to read without embarrassment. The interaction of the class was like that of a family as the more advanced students took pride in helping the less fortunate student.* *(See "Working Together", Page 11)*

PROCEDURES

I. NEW STUDENT ORIENTATION

A. Interview and/or Evaluation

1) Referrals

a. Referrals were made through the joint efforts of the Literacy Council VISTA worker, the Social Service Dept. of the Lebanon County Housing Authority and the Hispanic Task Force.

b. Carmen Leon, ESL Vista Worker for the Literacy Council, interviewed, tested, referred and kept records (time, progress, etc.) on students entering class.

c. Diane McKinney, Social Service Dept. of the Housing Authority interviewed and kept records on transportation tickets for students who were eligible.

2) Walk-ins

Walk-ins to the class were quite frequent. These students were referred by friend or a co-worker. They were integrated into the class with as much ease as possible and tested at a later date.

B. Supplies

Each new student received:

- *A Conversation Book*, Authors. T. Carver and S. Fotinos
- *Power English*, Author. Dorthy Rubin
- A map of his/her native country.
- English Alphabet (enlarged, with pronunciation)
- One Arco Folder (with fasteners), one lined tablet, one pencil.

C. Experience Story

All students, regardless of level of knowledge of English and/or reading skills, were required to write an experience story for their first assignment. They were asked to bring this with them to their first class. The experience stories were prepared as follows:

1) Written in English - with disregard to grammar, spelling, etc. The new the student was encouraged to try to do this.

NOTE: ***It is important to stress the fact that spelling, grammar, and punctuation are not important at this point in writing. Ideas and emotions of the student are needed if the experience story is to be of value as a teaching tool.***

2) Written in Spanish - and then translated orally at the second session with the help of the other students.

3) Written at home and typed in class using the portable computer. *This method was the most popular with the students.*

a. Students with enough knowledge of English were encouraged to type their story without using notes.

Again, grammar, spelling and punctuation are not important.

b. Beginners and illiterate students answered basic questions, with or without the help of another student acting as an interpreter.

If a more advanced student wanted to learn to use the computer he/she was instructed on the mechinisms of the "experience story." and typed the new student's story into the computer.

c. For *walk-ins*, the teacher did the interviewing recording the information in the computer with other students acting as interpreters.

NOTE: Standard questions were asked to gain the information for the experience story using phrases that the student might need for survival skills while at the same time, teaching writing skills, i.e., a beginning, middle and a good ending even if the story was only one paragraph long.

D. Follow-up and Integration into Program

Holistic teaching deals with the all over personality of the individual student. From the minute the student enters the room, the aim is to build good self esteem while gently guiding and motivating the student in the direction of goals they have set for themselves.

1) Experience story print out

Using the *Publish It Lite* desktop publishing program, the new student's experience story is edited, printed and returned to the student at the next session.

(Publish It Lite is an inexpensive desktop program with a great deal of versatility -- see student's stories, poetry, etc., in the Addendum.)

NOTE: Formatting the "print out" is an important step in the holistic teaching process. Depending on the needs of the student (as observed by the teacher during the initial interview), print outs may be formatted several different ways. The ideas and exact wording of the student is the most important factor when rewriting, keeping in mind repetition of helpful phrases, the correct use of verbs and a rhythmic flow to the story.

2) Finished Product

The overall finished product of the student's first writing must be grammatically correct, and also pleasing to the eye. A picture (self photo, or family photo), a drawing, or a computer drawing is suitable. Desktop Publishing allows for:

a. use of larger size types, helpful for students with low level reading skills.

b. a variety of fonts and framing give an aesthetic quality to the finished work.

c. pictures to be added to further enhance the finished work.

3) Handout

The new student now has the necessary tools to feel comfortable with the class. (See Sample Experiences Stories, Addendum 1)

II. LESSON PLANS

Although the lesson plan for this class was subject to change to accommodate many different needs and personalities, a general basic structure was adhered to:

A. Recitation of the Students' Experience Stories
Approximately 15-20 min.

B. Grammar - working in, "Graded Exercises in English, or "Power English "
Approximately 1/2 hour

C. Survival Skills - working with "Conversation Book"
Approximately 15-20 min.

D. Listening and Pronunciation Skills - using selected poems from, "Jazz Chants," or improvised exercises using, " Speak English," as a reference
Approximately 15-20 min.

E. Other - The last half hour was usually reserved for one of the following:

1) Writing poetry and/or stories
2) Public Speaking
3) Basic oral drills (substitution, response, etc., referencing LVA's " Speak English").
4) Idioms using, "101 American English Idioms.

***NOTE:** The lesson plans were used as a framework and not adhered to in a strict time frame. As the class progressed, the second session of the week was spent on grammar, poetry writing, and drawing. Later, drawing was discontinued and a new teaching strategy was introduced with something for everyone's needs. (See Working Together, Page 11)*

III. METHODS

A. The Experience Story as a tool

1) All students must read something they have written in English at each session.

2) At the end of the reading session, there should be a short discussion on vocabulary used in each student's stories, making sure all words are understood by all students.

B. Poetry - 1st Method (See Addendum 2, Poetry, Using Clustering.)

After the students are comfortable with the experience story approach, they are ready for poetry.

1) Each student is encouraged to either, expand on something from their experience story, or to pick a subject they feel strongly about, i.e., a hobby, a child, a pet, their religion, etc.

2) The first draft is the student's handwritten original, preferably written with as many English words as possibly.

3) The second draft reflects a rhythm pattern (counted syllables), choice of descriptive adjectives, and phrasing. Where possible, a thesaurus is used.

4) The third draft is usually the final draft. The student is then encouraged to type the poem in the computer.

5) Using *Publish it Lite*, the completed poem is

formatted, printed and returned to the student by the next session. The student may then choose to draw a picture for the poem.

C. Poetry - 2nd Method (See Addendum 3, Poetry, Using Model Poem.)

1) Comparison Poem

A poem is chosen to use as a model. It is read out loud by the teacher and discussed by the class. Rhythm patterns, rhyming, and poetic phrasing are all discussed in both English and Spanish.

2) Drawing - Using the model poem as an inspiration, each student draws a picture.

The model poem we used was entitled, "The Edge of Night." After discussing the meaning the class choose to draw a sunset. (See Addendum 3, Poetry, Using a Model.)

3) Envisioning - To begin the poems, each student is asked to imagine walking somewhere in their native country.

In our model poem, the beginning lines were of someone walking on a beach. (See Addendum 3, Poetry, Using a Model)

4) Each student is asked what they could see, what they could smell, what they could hear, etc. (See example of some of the finished poems.)

D. Public Speaking

Public Speaking is an excellent tool for building self esteem and confidence. Evaluating is an essential part of Public Speaking. These two skills should not be taught until students are comfortable with writing and reading their own material. Above all, it must be fun.

1) Original Material

They may use their own creative writing, or bring something of interest from home.

a. They are introduced by the teacher (in an informal friendly manner) and they are applauded when they are finished.

b. For a new student (or for any student who is nervous about speaking in public, etc.), the teacher may read the story first, for rhythm, pronunciation, and flow of ideas.

c. After the student reads, he/she is evaluated by the teacher, who points out their strong points first, and then gently adds critique regarding rhythm, pronunciation, or any other weak points the student may wish to work on.

2) Evaluating

Evaluating is a skill that must be handled carefully to be effective. Students should not evaluate each other until the teacher is satisfied they fully understand "how to" evaluate. General guidelines are:

a. Always be positive. Point out what was most impressive about the speech, and what you feel are the student's good speaking qualities.

b. Keep criticism general. Such phrases as:

"Pronunciation is good, but rhythm is not quite right," or

"Good eye contact, rhythm was good, but there were a few difficult words that need work." will put student at ease.

c. To finish the evaluation, use words like, "good job," "great," or, " really enjoyed that." or, simply, "Thank you, Carlos/Carmen, that was great."

3) Extemporaneous Speaking

a. Each student is introduced, and speaks on a subject picked by the teacher. The

speech may be of any length.

b. Each student is evaluated (in a light hearted manner) for having a *beginning, middle, and ending* to their speech. Posture and pronunciation are also considered.

c. Reading poetry is acceptable if the student cannot think of a speech.

d. Speeches are recorded on the computer, by the teacher, printed and returned to student at the following session.

E. Jazz Chants

The Chants are written in two-part dialogue and can be used for speaking and listening comprehension as follows:

1) Chanting - The teacher explains the situational context of the chant and gives the reading, stressing the rhythm by clapping, snapping of fingers, or some other means.

a. The class gives the reading, led by the teacher who gradually increases the pace. The class repeats the chant. The teacher gradually picks up the pace.

b. The material is discussed with the class making sure everyone understands the concept and the vocabulary.

2) Improvisation

a. The chant is used for role playing using two groups, or individual students.

b. The chant is used with the class asking questions and one student giving responses.

F. Working Together

This is the most important aspect of holistic teaching. The students are encouraged to work as a unit without losing their identity. To keep the advanced level from becoming bored, and the

beginning level from becoming discouraged the following lesson plan was successful:

1) Alphabet Sheets (See Addendum #5)

As a warm up exercise, the class reviews the English alphabet. This exercise is usually kept to a limit of 5 minutes.

a. they are asked to pronounce each letter,

b. as they sound out each letter, they are encouraged to call out English words beginning with that particular letter.

2) Picture Vocabulary Sheets - Using the blackboard as a focus, picture vocabulary sheets, plus note paper for writing sentences, and alphabet sheets as a reference, the lesson is conducted as follows:

a. Vocabulary

The first picture on the vocabulary sheet, is written in both English and Spanish on the line indicated.

The teacher then prints the word on the board, breaking the word into syllables, stressing, underlining, and pronouncing each part of the word as she writes.

b. Sentences

Using the word on the board the class (as a group) is asked to write a good English sentence.

The teacher prints the word on the board. The class copies the sentence on paper, and translates it into Spanish.

(In the experimental class, the student who was learning to read was included in this exercise. With the help of another student, she kept up with the class.)

During this exercise, it is important that the teacher be alert to the reactions of the class. She may unobtrusively check the

students' papers, helping those who might not ask, and giving encouragement where she feels it is warranted, and at the same time keeping the spontaneity of the class alive.

3) Phonics and Rhyming words -

When a vocabulary word has letters (or groups of letters) that may be difficult for Hispanics, the teacher improvises. Using the alphabet sheet, the students call out as many rhyming words as they can. The teacher writes the words on the board. Between them, they write a nonsense poem.

This may be used as a diversion to stimulate those students who may be getting bored with the Vocabulary Sheet exercise. It is important for the students to call out their responses as this helps develop their ear and may open a discussion on "sound alike" words.

IV. POSTSCRIPT: FOR TEACHERS AND INTERESTED PARTES

Teaching ESL with right-brain techniques, you bring an imaginative, holistic analogical approach to your class. It is possible to teach creative writing (English creative writing, i.e.), public speaking (which builds self esteem), throw in spoonfuls (large heaping doses) of grammar, pronunciation, and listening skills and release the pressures that sometimes hinder adult learning in a sterile classroom atmosphere.

This method is effective and pleasant to both the quick, more advanced student and also the slower student because in creative writing you learn to express ideas and in public speaking you learn self esteem. Students are not only learning a language, they are learning to express themselves and feel good about themselves in the process. In this type of atmosphere, the quick student helps the slower student,

and the slower is less frustrated about the learning process.

The class was initiated mid-November as an experiment. We started with two students, we now have 12 to 20 students. Students feel comfortable returning to class even if they have had to miss some sessions.

The class has appeal. The most important feature is that it is geared to build confidence and communication skills. Because of the holistic approach used, a student could miss some sessions and still learn at his own rate of speed when he returns. Many second language users know a great deal more than they think. They need a place to express themselves without feeling intimidated.

Keep in mind that a right brain approach does not rule out using the logical, sequential, rule governing mode of learning. On the logical side, we all have a built in critic. You know, that inner voice that says things like: "You know you can't do that, Dummy!"

It happens to be your creative right brain that answers: "Oh yeah, just watch me!"

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EXPERIENCE STORIES

...WILLIAM

My name is William. . . . . .

I came to the United States from Colombia. My home is in Cali. Cali is the capital of Valle del Cauca, which is a state in Colombia. I came to this country in search of work.

My wife's name is Aurora. . . . and we have a nine year old son. My son's name is the same as mine, William. They are both still living in Colombia and I miss them very much.

I live with my brother, Manuel and I try to keep myself busy so I will not miss my family. When I am not working, I listen to music and I like to cook.

I hope to go home to see my family sometime this year. Maybe I will be able to go in December.

...MARIA

My name is Maria. . . . . I live in Lebanon, Penna. I came to the United States from Santiago, Cuba. I have been in this country for 10 years and I would like to become a citizen.

My husband's name was Juan. He died in Cuba, nine years ago. We have four children. They are Carlos Manuel, 39, Maritza, 33, Sandra, 26, and Milagros who is 22. I have 10 grandchildren.

I am very happy with my life, but I need to learn English to become a citizen of my adopted country.

...LUCIANO

My name is Luciano. . . . My native country is Mexico. I came from Michocain, Mexico two years ago. I was 16 years old when I came to this country. I came with my cousin, Miguel . . . ., who was 21 years old. We both work at Farmer's Pride. My family is in Mexico.

My mother's name is Ebarista, and my Father's name is Gilberto . . . . I have four brothers, Antonio, Juan, Gilberto and Angelito.

I like it here in Lebanon, Pennsylvania. I like the people, I like my job, and I send money to my family in Mexico.

"This is my Son Juan"

Juan is a very handsome boy. He ~~had~~ is 4 years old. He likes to play all the time. He is a very active boy. He likes every kind of Toys, Cars, and Balls. He makes me crazy because he follow me ~~to~~ every where.

He is 4 years old

He likes to play.

He likes every kind of toy.

It makes me crazy because he follows me everywhere.

when he is going

MY SON JUAN

by Luz Gonzalez

My son, Juan, is 4 years old.
He's a very handsome boy,
and a very active child.

He likes to play all the time.
He likes every kind of toy,
especially cars and balls.

My son Juan stays close to me,
and he follows ma everywhere.
Sometimes it makes me crazy.

But, at night when he's in bed
he looks like an angel,
my son, Juan. . .

I like
You like
They like
He likes
She likes
It likes

I follow, I look
He, she It follows,
he, she, It looks
You follow, you look
They follow, they look.

Poetry
Clustering
To
Final
Draft

Clustering

mi cat

mi cat is white,
he lete to play wit a knitting ball
he like to eat, bud he is skinny
he is funny. he jump a ran
his name is bundy. he is only 9 month.

First Draft.

My Cat
by Johnny Gonzales

SECOND DRAFT

My cat is white
He likes to play with
a ball of yarn. . .
Although ;he's just a skinny cat
he eats and eats.
Bundy is his name
He's only nine months old
He's so funny. . he jumps, and runs,
runs, and jumps
and jumps and runs again
Bundy, my funny, skinny, white cat
makes me laugh.

MY CAT

by Johnny Gonzalez

BUNDY, MY WHITE CAT
LIKES TO PLAY
WITH A BALL OF YARN.
THOUGH HE'S JUST
A SKINNY OLD CAT
HE SURE CAN EAT.

SILLY KITTEN, HE
JUMPS, AND RUNS,
THEN HE RUNS, AND JUMPS
THIS FUNNY,
OLD SKINNY, WHITE CAT
HE MAKES ME LAUGH. . .

FINISHED POEM

-4A-

POETRY - Using a model

PUERTO RICO

by Luz Gonzales

I walk on the beach
in the twilight.

The sun going down
turns the ultramarine
blue shadows
to a soft violet gray

The rays of the sun
dance on the sea,
and sparkle on the mountains

I can feel Jesus by my side
I am full of love for everyone

#1

#3

NOTE:

1. Student's finished poem.
2. Comparison poem.
3. Student's drawing.

#2

The Edge of Night

by Clay Harrison

Today I walked beside the sea
and felt my Savior there with me
We left no footprints in the sand
for the tide erased them from the sand
The sun began to fill the sky
with scarlet ribbons floating high
and amber clouds that once were white
changed to gold at the edge of night
The winds caressed me like a prayer
because they knew that God was there
and in the twilight's purple haze
my heart was filled with joyful praise.

MY TOWN, LAS MARIAS

by Johnny Gonzalez

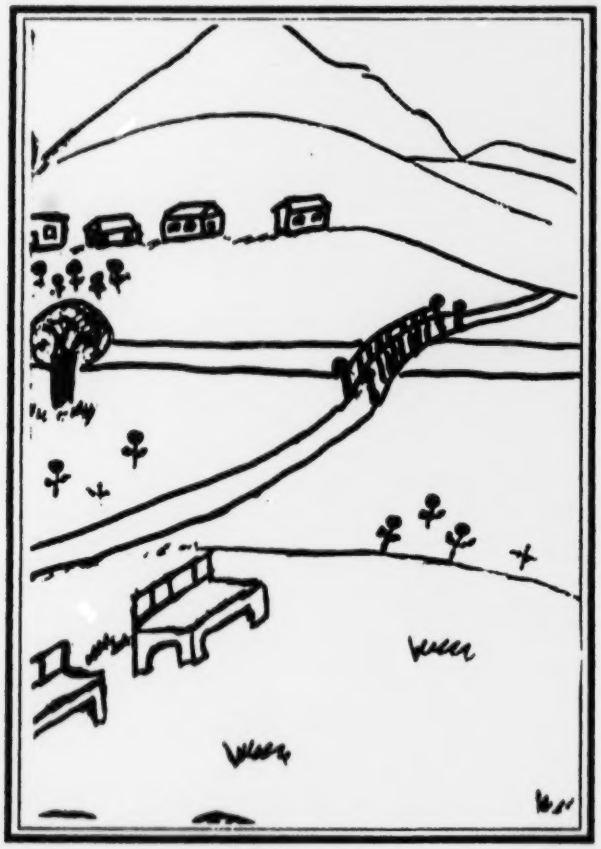
My little town. . .

Where the trees and the grass are green and beautiful, and the people nice and friendly. We like to get together and tell stories about animals,. . .

and about other people.

I still remember. . .

We sat outside on the benches and on the rocks to listen to the birds singing, the wind blowing, and to look at all the flowers around the house,. . colorful and beautiful.



Behind my friend's house. . .

There was a small river where we liked to go swimming, because the water was clean and clear. And every night, we would sit outside and look up. . .

at the stars in the big sky.

My family and I. . .

decided to leave the island and move to a city called New York. But someday, I will go back just to see my little town where I was born, and I will never forget

Las Marias, Puerto Rico.

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FLOWERS

by Mary Carmona

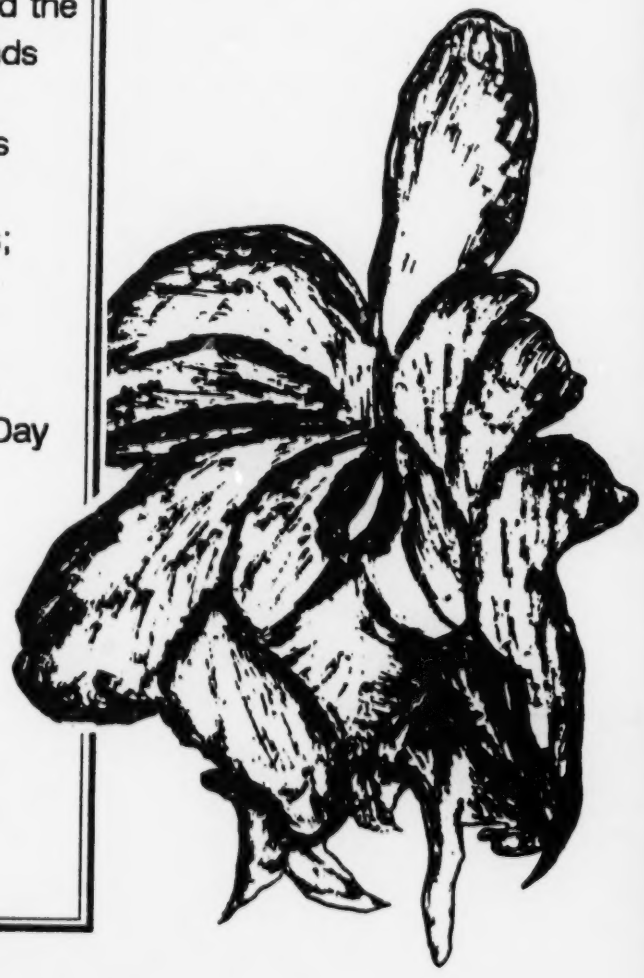
Flowers are one of the more
beautiful things of this
universe
The color, the perfume are
something marvelous

Where you have flowers, you
have love happiness and the
presence of God abounds

All the loveliest moments
of my life were
accompanied by flowers;
my engagement, my
wedding,
when my son was born,
my birthdays, Mother's Day
Valentine's day, and
Christmas

Thank you God for
this beautiful miracle
that you have given us

The flowers.



-7A-

ARELY BETSABE MARTINEZ

by Betsabe Espanal

Arely Betsabe, my grand-
daughter. .
was born in a hospital,
in Boston, Mass., called
Brigham Woman's
Hospital, on
July 21, 1989.

Arely is now one year and
seven 7 months old.
She can walk and she
likes to touch everything
her tiny hands can reach.

Arely is a good eater. She
drinks lots of milk, and is
very healthy and so
beautiful.

She likes to go to church
and she sings when it is
time to sing, cause
Arely loves to sing. . . .

Arely loves her momma and
papa. . . .and her big
sister also. . . . and her
grandmother loves baby,
Arely Betsabe
very much. . .

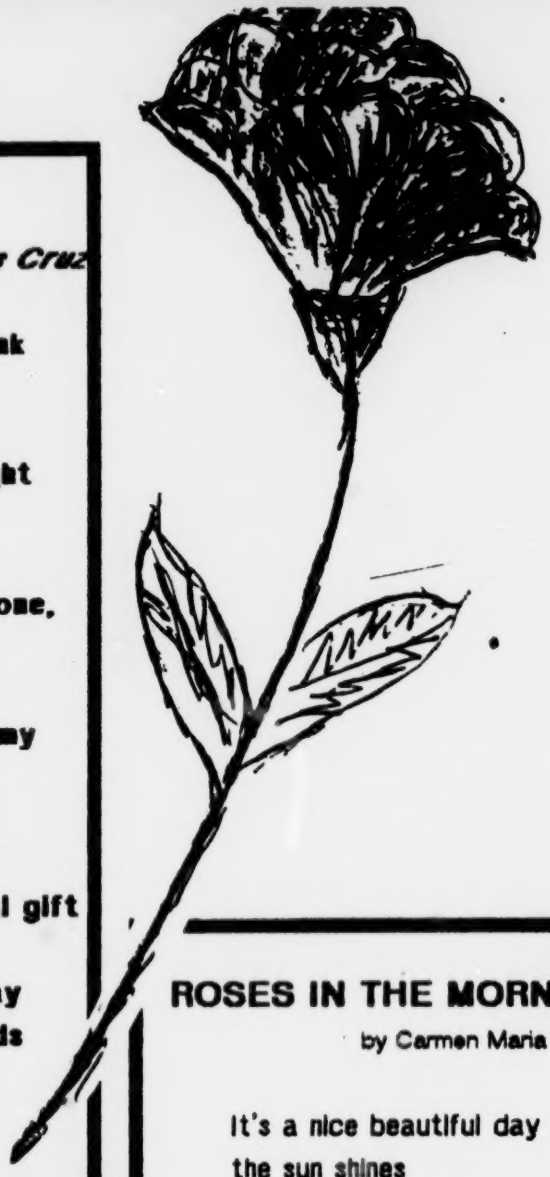
MY MOTHER

by Gladys Cruz

Her pale face like a soft pink
rose
Her hair shining bright,
a silver cascade on the night
My beautiful mother

Beauty, not of her face alone,
But beauty from a heart
That always cared, and
was always there to take my
part
My mother, my friend.

I thank God for this special gift
This delightful person
Special in her very own way
How much I love her, words
cannot say
My beautiful mother.

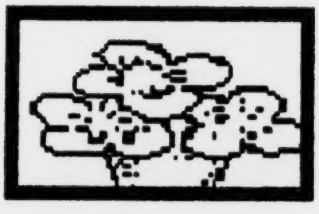


ROSES IN THE MORNING

by Carmen Maria Santiago

It's a nice beautiful day
the sun shines
the birds fly up in the sky
the wind blows
the violets are blue
all the roses are red and
beautiful

The sky is purple and blue
like the violets on the ground.



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THE APPLE TREE
by Gladys Cruz

Marvelous, beautiful work of nature
The apple tree

Spreading branches, leaves of bright
shining green

Sweet as can be
The aroma of this magnificent tree.

LOVE
by Carmen Baez

Walking on the beach in
Atlantic City
with someone beside me

the sun is shining
the waves are swishing
back and forth
the water feels cool on
my toes

gulls are screeching
children are playing in
the sand
I feel love

LOVE
by Mary Carmona

My name is Mary.
I like what God gave me
because
everything makes me happy.
My son, and my husband,
and my whole family.
It is the best present in my
life.

PUERTO RICO

by Iraida Rivera

Puerto Rico is a beautiful island. The lovely landscapes; the beaches, rivers, sparkling lakes and majestic mountains cast their spell on all who live there, as well as those who visit her shores.

There are many different kinds of animals, flowers, trees, vegetables and fruits on the island. There are many historical monuments and grand old churches to visit.

The most popular animal is the coqui, a frog that sounds like a bird which is how it got its name. Coqui is the sound that it makes.

The most popular bird is the Reinita. Some typical dishes are the Sancocho, Mondongo and Asopao of chicken.

Surfing, golfing, and fishing are very popular sports on the island, but one of the things that the people of Puerto Rico are proudest of is a monument to the famous pitcher, Roberto Clemente.

No matter how far we travel, and how good our new life is, our hearts will ever be on our beautiful island

of Puerto Rico. . .

IF I COULD ONLY HAVE ONE WISH

by Carmen Maria Santiago

If I could only have one wish. . .
I would wish to be
on my beautiful island of Puerto Rico
Where the trees are green and
the wind blows gently on my face
where the sunshines, and the birds sing
and the beautiful lakes
glisten
like flashing stars
on the soft night.

A, a - ei
B, b - bi
C, c - si
D, d - di
E, e - i
F, f - ef
G, g - yi
H, h - eich
I, i - hai
J, j - yei
K, k - kei
L, l - el
M, m - em
N, n - en
O, o - ou
P, p - pi
Q, q - kiu
R, r - ar
S, s - es
T, t - ti
U, u - iu
V, v - vi
W, w -dobeliu
X, x - ex
Y, y - wai
Z, z - zi

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Dear Student,

We would like to know how you like our class and how we can better serve you. Please answer the following questions.

1. Did you learn what you expected to learn in this class?
   yes. I expected to learn more English

2. What did you like best about the class?
   Conversation and Verbs
   art - Drawing

3. What did you like the least?
   Don't now, everything is good

4. How could we make this class better?
   more reading and more work

5. Will you continue to come to this class?
   yes

6. Would you recommend this class to your friends and co-workers?
   yes

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Grant Report
Holistic Teaching
353 Project, # 98-1022

Guadalupe Students & Scores

	Pretest: At entry, anytime between 10/90 & 5/91	Posttest 7/91	Hours Attended
W.A.	STEL Beginning(24) 200	moved, not available	32
R. A.	no test	only attended 3 X	6
L. G.	STEL Beginning 46	STEL B. 48, Int. 42 refer to GED class, passed GED	41
J. G.	STEL Beginning (29) 200	STEL Intermed. 33 refer to GED class	53
R. G.	ESLOA 21	ESLOA 24	10
H.E.	no test	job	36
B. E.	MELT 40	not available, moved	90
C.C.	ESLOA 11	ESLOA 17	53
C. B.	MELT 41	MELT 75	52
F.A.	no test	moved, sick	32
G.M.	ESLOA 25	MELT 41	37
L.M.	no test	moved	29
I.R.	MELT 41	MELT 64	99
M.T.	MELT 0	MELT 19	17
M.T.	MELT 24	not available	32
C.V.	STEL (29) 200	GED class (TABE 7th gr. language)	25
L.C.	STEL (29) 200	Summer in Columbia	57
G.C.	no test (arthritis)	STEL Intermed. 33	60
G. R.	no test (almost blind)	died in February, 1991	21

Unfortunately, posttesting was not accomplished until August of 1991. Some of the students had moved during the contract year and some moved during the summer. One student was mentally ill and not available.